

**VPSCG – Regional Choice Initiative**

**RCI Monthly Principals meeting**

**Agenda**

**February 2, 2011**

Prepared by: Marianne LeDonne, RCI Director

**RCI – Open Seats Program**

- District Participation
- Transition to College Course Participation and Study/Survey
- SAT Prep Course Participation
- Second Semester Open Seat Opportunities
- 2011-2012 Open Seat Needs and Offerings

**RCI- Dual Enrollment Program**

- 2011-2012 District Plans

**RCI – Cyber/Technology Program**

- FLVN Use
- Software Applications/Supplies
- Online Teacher Training

**RCI - Choice Academies/Academy for Success Program**

- Academy for Success Host Qualifications Handouts
  - \*Dr. Kay Atman – “Project-based Learning as a Facilitator of Self-regulation in a Middle School Curriculum”
  - \*Dr. Resnick – “Principles of Learning”
  - \*Academy for Success Project Specifics



## **VPSCG – Regional Choice Initiative**

### **Principals Meeting Background**

#### **Background**

**February 2, 2011**

Prepared by: Marianne LeDonne, RCI Director

#### **RCI – Open Seat Program**

- Ninety-six students are currently participating in the Open Seats Program. We continue to have five students transferring for a full-day program. Please refer to the enclosed district participation table.
- The Transition to College Course, created in partnership with the RCI and PSU Beaver, is taking place at Big Beaver Falls High School (13-students) Ambridge High School (11-students), and New Brighton High School (11-students). It will meet for 15-weeks, once each week for three hours. RAND and the RCI office have begun preliminary discussions to explore surveying the participating students and their parents as to the impact this course has had on each of them.
- Five schools will be offering the SAT Prep Course. The RCI is looking for five additional schools to host the class in preparation for the May exam.
- Please let us know if you have any available seats in a second semester elective course so the RCI Office can announce this to all partner schools. Low Performing/Disengaged students in your district may be motivated to stay in school if given the Open Seat option. If you are hosting an Academy for Success, students would be funded to attend your school through the Open Seats Program.
- Please let the RCI Office know as soon as decisions are final as to additions or deletions you want made to your 2011-2012 Open Seat offerings. Central Valley will be making an announcement soon as to anticipated additions to their course guide. What will your district be offering; what are your needs?

#### **RCI- Dual Enrollment Program**

- In anticipation of next year, we would like to discuss how districts will utilize the RCI Dual Enrollment allocation that looks to be approximately \$40,000 per district.



### **RCI – Cyber/Technology Program**

- All districts have a complete online curriculum, with electives, for students in grades 7-12 from which to choose. Approximately 100-students from 8 districts are using FLVN courses to-date.
- Marisa Greco is actively pursuing free software applications for the new FLVN courses. Our FLVN representative is working closely with her to finalize what those applications will be. We would like to ask you who would be the best contact in your district to communicate with about the applications your district currently utilizes. You may already have the application/software needed. Thank you for your patience.
- Marisa Greco and Chris Davis (from Robert Morris) will be conducting training for online teaching in February. Please let the RCI office know if you have teachers interested in teaching online in your district.

### **RCI - Choice Academies/Academy for Success Program**

- Are you interested in hosting an Academy for Success this second semester? Next year? Please call the RCI office to make arrangements to qualify your school/grade under this program.
- Enclosed are the programs referenced in the project that, if utilized by a district, would help that district qualify as an Academy for Success. Dr. Lauren Resnick and Dr. Kay Atman both have programs/schools of thought that speak to the strengths and challenges of the Low Performing/Disengaged student. Please let the RCI office know if you would like more information about their work.



## Districts Participating in 2010-2011 Open Seats

Student	Going to..	Course	Method
<b>Aliquippa- 2 Students</b>			
2 Students	Ambridge	ROTC	Physical Transfer
<b>Ambridge 2 Students</b>			
1 Student	Freedom	Full Day Academic Transfer to Freedom	Physical Transfer
1 Student	Point Park Academy	½ day Academic	Physical Transfer
<b>Beaver- 2 Students</b>			
1 Student	Western Beaver	Full Day Academic Transfer to Western Beaver	Physical Transfer
1 Student	Blackhawk	A P Economics	Physical Transfer
<b>Blackhawk- 13 Students</b>			
12 Students	2 Sections	Mandarin Chinese I & II	IVC
1 Student	Ambridge	Full Day Academic	Physical Transfer
<b>Central Valley- 5 Students</b>			
5 Students	Ambridge	ROTC	Physical Transfer
<b>Ellwood City-2 Students</b>			
2 Student	Riverside	Philosophy	IVC
<b>Freedom-11 Students</b>			
4 Students	Ambridge	ROTC	Physical Transfer
1 Student	Ambridge	Accounting	Physical Transfer
2 Students	Ambridge	German II	Physical Transfer
1 Student	Beaver Falls	French III	IVC

## Districts Participating in 2010-2011 Open Seats

Student	Going to...	Course	Method
Freedom continued...			
1 Student	Western Beaver	Marine Science	Online /Hybrid
1 Student	Blackhawk	French II	IVC
1 Student	Ambridge Jr High	Full Day Academic	Physical Transfer
Hopewell- 12 Students			
6 Students	Ambridge	ROTC 2 Sections	Physical Transfer
6 Students	New Brighton	Japanese I	IVC
New Brighton- 16 Students			
5 Students	Ambridge	ROTC	Physical Transfer
1 Student	Beaver	ROTC	Physical Transfer
7 Students	Rochester	German I	IVC
1 Student	Rochester	German III	IVC
1 Student	Blackhawk	Latin I	IVC
1 Student	Blackhawk	Latin II	IVC
Riverside- 4 Students			
1 Student	Ambridge	ROTC	Physical Transfer
2 Students	New Brighton	Japanese	IVC
1 Student	Ellwood City	Health	Physical Transfer
Rochester- 3 Students			
1 Student	Freedom	Full Day Academic Transfer to Freedom	Physical Transfer
1 Student	Beaver	ROTC	Physical Transfer



## Districts Participating in 2010-2011 Open Seats

Student	Going to..	Course	Method
<b>Rochester Continued...</b>			
1 Student	Ambridge	ROTC	Physical Transfer
<b>Western Beaver- 24 Students</b>			
9 Students	2 Sections	Mandarin Chinese I & II	IVC
7 Students	Riverside	Sports & Management	IVC
7 Students	Riverside	Sports History	IVC
1 Students	Beaver	ROTC	Physical Transfer
<b>Total Students Participating 96</b>			
Full Time Transfers 5		Video Conference 57	Physical Transfer 39



Login

 Search

BROWSE BY: Year School Research Organization Document Type

**PROJECT-BASED LEARNING AS A FACILITATOR OF SELF-REGULATION IN A MIDDLE SCHOOL CURRICULUM**

Gerlach, Darla Lee (2007) *PROJECT-BASED LEARNING AS A FACILITATOR OF SELF-REGULATION IN A MIDDLE SCHOOL CURRICULUM*. Doctoral Dissertation, University of Pittsburgh. EdD

**Abstract**

This study examined 56 middle school students' self-reflections and self-regulatory behavioral development in a project-based learning experience. Both qualitative and quantitative data were collected providing a more comprehensive evaluation of 1) students' perceptions of their self-regulatory behaviors in the project-based learning experience and 2) both the teacher's and students' perceptions of what aspects of the project-based learning experience were beneficial in facilitating students' self-regulatory behaviors. The overall findings in this study suggest that students had success in using metacognitive processes to self-monitor the development of their self-regulatory skills. The self-monitoring process was a deliberate approach used to teach students to self-identify their weaknesses and strengths in terms of three self-regulatory skills: learning strategy use, goal setting and time management. These skills are instrumental in students' achieving success by independently completing a project. The outcomes of the study imply that students need scaffolding support in project-based learning in order to facilitate the development of self-regulatory skills. As students completed the social studies class project, they required careful guidance to learn to sift through and to synthesize information from a variety of resources. It was important to design a collaborative learning environment where students were encouraged to share in the decision-making process of the project outcomes and the curriculum. Students used the Student Weekly Reflection Form (SWRF) to engage in self-reflection throughout the project. NUD\*IST N6 was used to quantify and analyze the data obtained from the SWRF. Students' pre- and post-test scores on the Goal Orientation Index (GOI) (Atman, 1986) showed a significant increase in the Reflecting and Planning Subscales at the .01 level of significance using a one-tailed t-test. The Bandura Self-Efficacy for Self-Regulated Learning Scale (as cited in Pajares and Urdan, 2006) was used to measure students' perceptions of their self-regulatory abilities to complete goals. There was no significant difference between the students' pre- and post-test scores as measured by a one-tailed t-test. This study adds to existing social cognitive understanding. In order for students to identify and develop self-regulatory skills in this project, they first had to experience the opportunity to participate as managers in their own learning.

Official URL: <http://etd.library.pitt.edu/ETD/available/etd-0509...>

<b>Item Type:</b>	Thesis (Doctoral Dissertation)
<b>URN:</b>	etd-05092008-114934
<b>Official URL:</b>	<a href="http://etd.library.pitt.edu/ETD/available/etd-0509...">http://etd.library.pitt.edu/ETD/available/etd-0509...</a>
<b>Degree:</b>	EdD
<b>Committee Members:</b>	Dr. Maureen Porter - Committee Co-Chair, Dr. Kathryn S. Atman - Committee Co-Chair, Dr. Mary Kay Stein - Committee Member, Dr. John Myers - Committee Member
<b>Additional Information:</b>	Available electronically via Internet.
<b>Uncontrolled Keywords:</b>	time management goal setting learning strategy middle school students project-based learning self-regulation self-efficacy self-reflection metacognition qualitative data quantitative data
<b>Schools and Programs:</b>	School of Education > Instruction and Learning
<b>Item Status:</b>	Live Archive
<b>ID Code:</b>	2219
<b>Deposited By:</b>	ETD Administrator
<b>Deposited On:</b>	01 Apr 2009 11:06
<b>Last Modified:</b>	01 Apr 2009 11:08

Repository Staff Only: [Item control page](#)



## PRINCIPLES OF LEARNING

Lauren Resnick

**Organize for Effort** Hard work replaces aptitude as a measure of success. Everything is organized for the student to work as hard as they need to achieve high standards.

**Clear Expectations** Student, parents, school, and community know and understand benchmarks that mark each stage of learning. Students participate in setting goals and evaluating progress.

**Recognition of Accomplishment** Recognition of accomplishments that takes the form of celebrations of work that meet standards or intermediary expectations. Families, community members or peers take part in these celebrations.

**Fair and Credible Evaluations** Assessments are not based on the normal curve, but students are evaluated on their progress towards absolute standards. Assessments are connected to and imbedded in instruction.

**Academic Rigor in a Thinking Curriculum** "Knowledge-Based Constructivism" means that students are engaged in thinking a solid base of knowledge-process and content are linked.

**Accountable Talk** Student-to-student questioning, probing, and questioning appropriate to the discipline uses evidence and appropriate knowledge to develop ideas.

**Socializing Intelligence** By calling on students to use intelligent thinking—problem-solving, reasoning, and using their ability to make sense of the world—educators can teach intelligence.

**Learning as Apprenticeship** Students engaged in "authentic learning". Apprenticeship learning can be done through the use of extended projects and presentations of finished work to an interested and critical audience. Learning strategies are overtly modeling and discussed..



## **Nine Principles of Learning**

Dr. Lauren Resnick (2000).

### **I. Organizing for Effort**

- An effort-based academic institution replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students.

### **II. Clear Expectations**

- If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn.
- These expectations need to be communicated clearly
- Descriptive criteria and models of work that meets standards should be publicly displayed

### **III. Fair and Credible Evaluations**

- If we expect students to put forth sustained effort over time, we need to use assessments that students find fair, and that parents, community, and employers find credible.

### **IV. Recognition of Accomplishment**

- If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments.
- Clear recognition of authentic accomplishment is hallmark of an effort-based school

### **V. Academic Rigor in a Thinking Curriculum**

- Good teaching is a matter of arranging for students to do their own knowledge construction, while assuring that the ideas students develop will be in good accord with known facts and established concepts.

### **VI. Accountable Talk**

#### ***Engagement with learning through Talk***

- A substantial portion of instructional time involves students in talk related to the concepts delineated in the standards.

#### **Accountable Talk (Cont'd)**

- Accountable talk sharpens students' thinking by reinforcing their ability to build and use knowledge.
- Teachers create the norms and skills of Accountable Talk in their classrooms by modeling appropriate forms of discussion and by questioning, probing, and leading conversations.

### **VII. Socializing Intelligence**

- Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly.





**•Intelligent habits of mind are learned through the daily expectations placed on the learner.**

**•By calling on students to use the skills of intelligent thinking educators can “teach” intelligence.**

#### **VIII. Self-management of Learning**

**•If students need to use an array of self-monitoring and self-management strategies.**

**•These metacognitive skills include**

**—noticing when one doesn’t understand something and taking steps to remedy the situation**

**—formulating questions and inquiries that let one explore deep levels of meaning. .**

#### **IX. Learning as Apprenticeship**

**•For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences**





# Principles of Learning

## Clear Expectations

The Institute for Learning

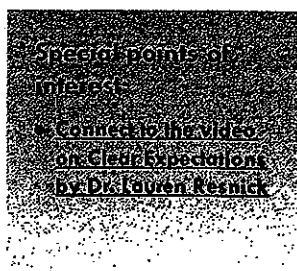
### Inside this issue:

More Information on  
Clear Expectations 2

Link to a Video on  
Standards-based  
Teaching 2

Featured School  
Southern Junior High 3

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.



## What Makes Up Clear Expectations?

Standards that include models of student work are available to, and discussed with, students.

Students judge their work with respect to the standards.

Intermediate expectations leading to the formally measured standards are specified.

Families and community are informed about the accomplishment standards that children are expected to achieve.



## **Standards that include models of student work are available to, and discussed with, students.**

- Standards and rubrics are posted in classroom and discussed with students.
- Students work with portfolios that contain standards and rubrics.
- Students in class can describe substance of what they are trying to learn.
- Students can show examples of their work and describe the criteria they are trying to meet.
- Students are involved in explicating the criteria for work that meets the accomplishment standard (e.g. charts or rubrics are stated in student terms).

Standards are posted and discussed with students. See a video of what this looks like at Spring Ridge.

[Video](#)

## **Students judge their work with respect to the standards and rubrics.**

- Students use rubrics to judge their work products.
- Students engage in peer conferences in which clear criteria are used to evaluate and revise work.
- Students engage in teacher conferences in which clear criteria are used to evaluate and revise work.
- Students select work for portfolio submissions based on explicit criteria.
- Students know clearly when they have and have not met the intermediate expectations and standards.

## **Intermediate expectations leading to the formally measured standards are specified.**

- For every grade level, a sequence of expected concepts and skills is specified that leads to the formally measured standards.
- For each element in the sequence, there are rubrics and models of student work.
- Teaching is conducted in a way that highlights the important concepts and skills that students are expected to learn.

## **Families and community are informed about the accomplishment standards that children are expected to achieve.**

- Good work displays for families and community take place regularly and are well attended.
- There are occasions when students explain to family and community their work and the criteria for judging it.
- Parents know the standards and intermediate expectations toward which their children are working.
- A reporting system exists that explains how students are doing in relation to the stan-

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn.



## Southern Jr. High Takes on Clear Expectations

Mr. George Fiore

Wilson Southern Junior High School has embraced Clear Expectations as our Principle of Learning initiative for the 2007-08 school year. Clear Expectations was chosen by the staff as the method of increasing student learning, implementing academic rigor and improving our instructional practice.

Clear expectations is not just an initiative at Southern, it is good teaching. Making learning visible and uncovering the curricu-

lum are instructional goals that will benefit students and our pedagogical practice for all students. With the transition to the middle school, it is vital for instructional practice to be flexible and responsive to our ever-changing student needs.

Clear expectations for our building is student focused. The effort to provide exemplars, student made rubrics, criteria charts and establishing relevance create an environment in which all students have access

to the curriculum and the ability to succeed.

This is a very exciting time for Southern Junior High and our students. The staff is using common language, aligning personal goals to clear expectations and delivering curriculum in a variety of methods. Our building is moving towards providing the best possible learning environment for all students in all content areas.

## What Are Teachers Doing?

Classrooms at Southern are implementing clear expectations in a variety of ways.

Stephanie Johnson, a mathematics teacher, has students setting class goals based upon standards. Exemplars of student work is visible on the walls of her room. Weekly updates on class activities are sent to parents via email.

In Zach Haas' science classroom, students have developed

a criteria for what effective and efficient group work looks like. The criteria are used to guide students' activity based lessons.

In Ed Ulmer's science classroom, he has created a project that gives students expectations with exemplars of successful work.

Co-teachers, Tina Brennan and Toni Arnold, in their English classrooms have created a criteria wall of how good writers

write. The criteria was generated with student input.

In Jeanine Campbell and Cathy Wolf's family consumer science classes students have clearly defined roles on daily classroom activities.

Classrooms, staff and administration have taken Clear Expectations as the guiding focus for Learning Walks, professional development and instructional practice.



**Pictured, Toni Arnold creating a rubric with students on how to write a good poem.**

**"The focus on Clear Expectations in our building has made me more aware of the importance of articulating my expectations to the students to ensure their success in my classroom."**

**Tina Brennan 7th grade English**







## Academy For Success

### Project Specifics

#### Mission:

Will be to prepare each student for success in his/her chosen post secondary career path by producing scholars skilled in problem solving strategies, thinkers who discriminate and integrate information, collaborators skilled in marshalling resources and building consensus for action, and leaders who plan, design, and execute decisions in a comprehensive program of studies focused on individual achievement.

#### Threads from project

- Zero tolerance for student failure
- Arranged as a sequential, progressively more aggressive pyramid of interventions, RCI IV will coordinate the county's existing programs and services and develop a new innovative program with a web of support options for students to experience success
- Reduce number of dropouts
- Provide direct links to post secondary studies and courses

#### Strand One

- A model 21<sup>st</sup> century program that dramatically alters traditional learning environments
- The design will be based on educational best practices, industry and academic partnerships, organizational innovations and technological advances.
- Rigorous curriculum: four years of Language Arts, Math, Science, and Social Studies
- Traditional content areas will be grouped into clusters to support curriculum integration through performance-based project learning experiences.
- Instruction blend of live and online
- Instructional time reconfigured to extend learning opportunities.
- Instructional materials chosen on interdisciplinary and project-based orientation.
- Student articulation of understanding and mastery of a topic will be measured by annual standardized tests and content area common assessment project reports.
- Strong focus on participation in the Arts

#### Students will:

- Engage in performance-based coursework,
- Learn constructivist thinking, problem solving skills through project-based curricula,



- Participate in academic and career decisions that will establish personal achievement goals,
- Yearly course-embedded apprenticeships that provide authentic opportunities outside the classroom,
- Participate in mentoring,
- Complete rigorous and diversified learning experiences that blend content knowledge and skills with goal-setting collaborative problem solving techniques and performance tasks that extends beyond the classroom.

### Target Group

Students who experience attendance issues and apathy for the school's regular program who will benefit from training in self-regulation skills. These self-regulation skills will help students set goals to improve academic performance on an ongoing basis. Atman's work will be applied to these students.

### Teachers

Teachers will participate in an ongoing learning community (Teachers Academy) to set clear expectations for students, apply academic rigor to coursework, create learning apprenticeships for students, and organize student effort.

County-wide faculty teams will develop "very best courses" to embed the above principles.

Ongoing evaluation considering curricula and programmatic options and select in response to student needs.

Teacher will scaffold the development of needed maturational skills to allow students more opportunities to make good academic decisions. Grades will be "A", "B". "Not Yet" – with multiple opportunities to improve the grade.

Teachers will receive training and conduct action research on:

- Student goal setting
- Brain-based research
- Life skills
- Project-based learning
- Problem solving skills

This knowledge will transfer to teaching all students.

ML 08-03-10, revised 10-10-10

